

all, the ones who need it least. Some have found that the composition of a list of students and faculty members who will take a copy every six weeks if it is brought to them, is a convenient method of distribution. Others divide the bundle among the Chapter members, expecting each to dispose of his share by the next meeting. *Be sure your college library has a subscription to the OUTLOOK.*

NATIONAL CONVENTION AND NATIONAL EXECUTIVE COMMITTEE

The governing body of the Student L.I.D. is the National Executive Committee (NEC). This is composed of thirteen members and the Chairman, and is elected at the National Convention. The National Convention meets each year between Christmas and New Years. Each Chapter is entitled to representation in proportion to its membership, as provided in the Constitution of 1933, and it is at this Convention that the fundamental policies of the Student L.I.D. are determined. Between Conventions the N.E.C. is the governing body.

ORGANIZERS

Several Field Organizers are constantly on the road for the Student L.I.D. During the year it is hoped that every chapter may be visited by them. They hitch-hike from college to college, in order to conserve the all-too-slim exchequer, and the chapters can greatly assist them by providing lodging for them. They are always experts, qualified for their job by experience, and will be able greatly to assist the Chapter with suggestions and programs. All of them are qualified speakers, and all are very recent graduates.

THE STUDENT OUTLOOK

The STUDENT OUTLOOK is our publication. The obligation is upon every member, as well as the official reporter for each Chapter, to send in every contribution he can, whether a news story, a photograph, a letter, an article, or clippings from college or community press. The editors, while very accomplished, are not omniscient, and urgently request cooperation in making our publications even more successful. Your comments and criticisms will be seriously considered, and are no less earnestly solicited.

Socialism - OS. -
17,075

Handbook

of the

Student League for Industrial Democracy



HISTORY

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PROGRAM

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ORGANIZATIONAL GUIDE

TEN CENTS

Student League for Industrial Democracy
112 East 19th Street, New York City

CALENDAR OF THE STUDENT L.I.D.

1934-1935

SEPTEMBER 20 — 350 Italian students sent on a goodwill tour by Mussolini arrive on the Saturnia. At each college they visit they will be greeted by the Student L.I.D. among others. Anti-fascist demonstrations.

SEPTEMBER 24-29 — Membership campaign. (Each Student L.I.D. member will try to get two of his classmates to sign up.)

OCTOBER 1-8 — Meetings in colleges to raise funds for Emergency Committee for Strikers Relief to go to striking unions.

NOVEMBER 9-11 — Armistice eve torch-light parades to war memorials and protests against advancing war danger. Eighteen regional anti-war conferences.

THANKSGIVING WEEKEND — End Trustee Domination Conference of New York Colleges.
Meeting of the N.E.C. of Student L.I.D.

DECEMBER 31-1 (?) — National Convention of the Student L.I.D. in some midwest city.

JANUARY 2 (?) — National Conference of Students in Politics.

FEBRUARY — Meetings for George Weissel Fund to carry on underground work in German and Austrian universities.

APRIL 6-15 — Student Anti-War Week culminating in International Student Strike against War.

SUMMER — Second Summer School of Student L.I.D.

(This does not represent the complete calendar of Student L.I.D. New items will be added as situations arise. Cooperation with the American Youth Congress and the National Student League will add to the above program)

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THE HISTORY of the Student League for Industrial Democracy is the record of the apprenticeship of the prophets and makers of socialism in the United States. As a student movement it has pursued a steady, undeviating course in bringing students to a consciousness of the social forces at work in the world today and the role the student must play in society. It has enriched the lives of the undergraduates whom it touched, and it has achieved much in bringing nearer the cooperative commonwealth.

1905! A year after the election of Theodore Roosevelt, but more important to a small band of ardent intellectuals, it was the year after the Socialist vote had jumped from 100,000 to 400,000. What could they do to advance the coming of the revolution? A call went out signed by Clarence Darrow, Jack London, Upton Sinclair, William English Walling and others for the formation of an Intercollegiate Socialist Society whose primary object "was to create students of socialism, not to produce socialists." Even this disavowal of propaganda purposes did not quiet academic breasts. When Victor Berger spoke for the I.S.S., southern ministers prayed for their students to be delivered from his heretical doctrines, and college administrations began to insist that lists of speakers be first submitted to them for approval.

JACK LONDON ON THE ROAD

The first lecture trip under the auspices of the I.S.S. was that made by Jack London. At the University of California, at Harvard and Yale and other colleges, the popular and picturesque American author and war correspondent aroused the college communities with militant addresses on "The Present Crisis," the first tour of its kind among American universities.

"I went to the University," London told the crowds who gathered to hear why he had become interested in the student movement. "I found the university, in the main, practically wholly so, clean and noble, but I did not find the university alive. I found that the American university had this ideal, as phrased by a professor in Chicago University, namely: 'The passionless pursuit of passionless intelligence'—clean and noble, I grant

you, but not alive enough. . . . And the reflection of this university ideal I find the conservatism and unconcern of the American people toward those who are suffering, who are in want. And so I became interested in an attempt to arouse in the minds of the young men of our universities an interest in the study of Socialism. We do not desire merely to make converts. . . . If collegians cannot fight for us, we want them to fight against us—of course, sincerely fight against us. But what we do not want is that which obtains today and has obtained in the past of the university, a mere deadness and unconcern and ignorance so far as Socialism is concerned. Fight for us or fight against us. Raise your voices one way or the other; be alive. That is the idea upon which we are working."

Dealing with London's Yale University speech during that trip before an overcrowded house, the conservative *New Haven Register* wrote, "The spectacle of an avowed Socialist, standing on the platform of Woolsey Hall was a sight for God and Man."

When, two years later, the organizer of the Society went to Princeton to speak on Socialism, the students considered an address on this subject such an astonishing phenomenon that they jokingly organized a "pee-rade" in celebration of his coming, sang the Marseillaise, burned bonfires, and, during his address, hurled firecrackers and skyrockets in his direction through the windows of the hall.

The I.S.S. grew. There were soon chapters on some forty campuses. Inez Milholland founded one at Vassar, Walter Lippmann at Harvard, Bruce Bliven at Stanford, Freda Kirchwey appeared in the *Barnard annals* of the I.S.S. and Karl Llewellyn in the *Yale*. Harry Laidler, a fledgling out of Wesleyan, Rose Pastor Stokes and Jack London began touring the colleges. *The Intercollegiate Socialist Review* was founded, which Karl Liebknecht was later to tell John Reed, was the only American magazine of which he had heard.

The activities of the I.S.S. were mainly of an educational character, although it was difficult to hear Jack London without rushing out to become a dues paying member of the Socialist Party. The

effect of the discussions carried on by the chapters of the I.S.S. was to make students realize their kinship with labor and their unity with the oppressed and subjugated everywhere. One could not hear such straight-from-the-shoulder adjurations as the following, delivered by Professor Ellen Hayes of Wellesley at the 1912 annual convention of the I.S.S., without aligning oneself with the Socialists: "Fellow students of the I.S.S. . . . in order to be safe you need not retreat to a library or a laboratory and study Plato and Kant or Laplace and Darwin in the original. You may read Karl Marx or Karl Kautsky, or Hillquit and Spargo, you may even read Charles E. Russell in the original and no danger will threaten you so long as you are very quiet and acknowledge only a theoretical academic interest in Socialism. But if the vision of human right and human gain once rouses your zeal and commands your service, and you bear witness to the ideal—look out for falling mercury and a chilling air! The world will weep over you and the church will pray for you—to the end that you may be rescued from the dangerous and insidious doctrine of Socialism."

Then the war came and most of the chapters of the I.S.S. were snuffed out. The draft turned the colleges into military training camps, and Socialist refusal to support the war caused many acrimonious divisions in the ranks of college radicals.

LEAGUE FOR INDUSTRIAL DEMOCRACY

Except for the student Christian movement, which at that time was not much concerned with the problem of squaring social injustice with religious teaching, the I.S.S., until the end of the war, was the only group that could be considered a student movement, and it was the only group giving attention to industrial problems.

The war ended and the chapters began to revive. But students wanted a more inclusive name than "socialist," because they believed there were several alternative approaches to a cooperative commonwealth. They wanted a name that would not necessitate innumerable explanations to students and administrations of the non-connection of their society with the Socialist Party. Others

felt that the word "Intercollegiate" tended to cut them off from the technician and worker. And finally it was felt there was too much of the tradition of a study society about the I.S.S. Members wanted a society dedicated to a definite social program. And so the League for Industrial Democracy was formed, committed to a new social order based upon production for use and not for profit. Robert Morss Lovett became President, Stuart Chase, Treasurer, while Harry W. Laidler and Norman Thomas were selected Executive Directors. An Intercollegiate Council was formed to represent student activities, and since 1921, this council, under various names, has been an effective force in the social thinking of the university world.

THE DARK AGES

There were two kinds of student movements at this time. One, the L.I.D. along with the student Christian movement, endeavoring to align students with the forces of labor and a program of social reconstruction; and the other emphasizing the cultivation of the open mind and the informed student opinion. The program of the National Student Forum and its publication, *The New Student*, was animated by the belief that although, "College students are 1% of the population, 50% of the leaders of tomorrow are in our ranks. The power of the future is in our hands."

In either case these were the Dark Ages and it was very difficult to demonstrate to a student what was meant by the class struggle. In 1923 and 1924 the L.I.D. arranged debates for its undergraduate chapters on the open vs. the closed shop. At the University of Wisconsin an electric light fuse was pulled out and Debs had to speak in darkness at a meeting arranged by the chapter. The Yale Liberal Club fought to secure permission for Carlo Tresca to address an Italian audience in Waterbury, Conn. Despite a promised barrage of eggs, the Columbia L.I.D. chapter presented William Z. Foster.

The New Student and other intercollegiate publications were filled with articles about foreign youth movements and unreal peace discussions. There was great undergraduate indignation when President Atwood of Clark University stopped

Scott Nearing in the middle of his address and dismissed the audience. But then the University of Michigan prevented even former Attorney General Wickersham from addressing the college on the League of Nations! Perhaps the temper of the times could best be perceived in an undergraduate resolution on war: "We, the students of Vassar College, believe that the settlement of international differences by war is fundamentally wrong," or in the presidential straw vote in November 1924, in which Coolidge polled 30,141; Davis: 13,825; and LaFollette: 7,491; and in which the latter carried only four colleges and those by slight margins.

In 1925 a tremendous agitation began against compulsory military training. Felix Cohen's fight against the R.O.T.C. at City College attracted nation-wide attention and precipitated subsequent conflict over the issues of academic freedom and the right of students to recommend changes in the curriculum. By the end of 1925 the *New York World* could speak of the student revolt against the cheap commercialism of endowment drives, against the official interpretations of American history, and against the R.O.T.C.

Times were changing! The murder of Chinese students by British marines in Peking precipitated student protests all over the nation. The Passaic strike enlisted the support of the liberal clubs in the New York area. And that year a conference on Negro discrimination was held at Swarthmore.

STUDENTS ENTER CLASS STRUGGLE

By 1927 no one could any longer refer to the student movement as one of education and inquiry only. Such contemporary phenomena as a labor union of student employees, and student protests to the White House against our invasion of Nicaragua were recorded in *The New Student* and the *L.I.D. Monthly*. At Vassar and Yale, L.I.D. members helped the Neckwear Makers Union publicize sweatshop conditions and some dozen Yale undergraduates were locked up for distributing a pamphlet they had written and printed at their own expense on conditions in the industry. The Y.M.C.A. initiated a huge student conference in Milwaukee at which the students arraigned the competitive system for profits, came

out for racial equality, at which 327 voted to refuse to go to war under any conditions! At Wisconsin the L.I.D. Chapter started the organization of a nationwide student committee to free Mooney and Billings. A few weeks later the Liberal Club at the University of Pittsburgh was dissolved because it arranged for a Mooney-Billings protest meeting. The Sacco-Vanzetti case had wide repercussions among undergraduate liberal clubs. The Harvard Socialist Club printed a periodical in which the first article was an arraignment of President Lowell for his part in their execution.

In 1926 the National Student Federation of America had been started at Princeton with much blowing of trumpets about a new student movement. But by December, 1927, an article appeared in *The New Student* asking, "Who Knows the N.S.F.A.?"

In 1928 *The New Student* announced: "Collegiana has chosen. And it has awarded the palm to Herbert Hoover."

From that time on there was a long line of incidents of student cooperation with labor and trade unions. In the strike of December, 1929, of the I.L.G.W.U. New York students took a prominent part in the picketing. In North Carolina, the Liberal clubs at Duke and the State University urged an official investigation into the textile industry. The L.I.D. Christmas Conference that year was devoted to an analysis of the textile industry, the experience of L.I.D. students working in the mills, the results of their investigations (cf. *Southern Labor Revolts*, L.I.D. pamphlet), and what could be done. The Harvard Socialist Club exposed the shabby treatment of the scrubwomen by the university, which was paying them under the minimum prescribed by the state law! College clubs began to take part in May Day demonstrations. Ten thousand petitions against R.O.T.C. went to Washington. The Y.W.C.A. and the L.I.D. carried on a campaign for the purchase of union-made hosiery. During the summer of 1931, the student L.I.D. organized its first chautauqua to carry on educational work among the miners in West Virginia.

These activities contained all the elements of a comprehensive radical student program and yet

in 1931 one could not say that there existed such a program or a coordinated nation-wide student movement in the United States. While L.I.D. chapters carried on the bulk of campus radical activity, they lacked a student *esprit de corps*, they lacked the driving force of a detailed program.

A movement of dissatisfaction set in within the L.I.D. which expressed itself in two ways. Attempts by loyal students from Columbia, Syracuse, the University of Chicago, and Wisconsin to change the structure of the L.I.D.; and the splitting away of communist students who attributed the defects in the L.I.D. to its socialist leadership.

The split occurred in the L.I.D. Chapters in the New York colleges when the New York Student League was formed. The latter started off very auspiciously when it organized two busloads of students to go down to Harlan, Kentucky, in the wake of Theodore Dreiser and other intellectuals. These students received a first-hand knowledge of industrial conflict when they were barred from the county by armed deputies who told them "to hell with the Constitution." Simultaneously in Philadelphia, Chicago, New York and Boston, L.I.D. students picketed the homes of the capitalists who owned the mines in the southeastern corner of Kentucky.

Taking advantage of the publicity given the Harlan trip, the New York Student League became the National Student League, and just as in 1920 the Communist defection from the Socialist movement provoked a terrific internecine conflict in the working class, so now the progressive student movement was torn by conflicts over organization as well as over issues and programs. These conflicts continued until Christmas 1933 when a national united front pact was signed between the National Student League and the Student L.I.D.

At Columbia the Social Problems Club organized the first student strike in this country and compelled the reinstatement of Reed Harris, editor of the *Columbia Spectator*. At Texas University L.I.D. members forced the administration to pay higher wages to workers on a college construction job. The impact of the crisis raised

the issues of retrenchment in education and academic liberties on campus after campus which added to the issues of the anti-war fight and participation in industrial disputes became the current that finally swelled into the acknowledged student movement of today.

DOWN WITH CAPITALISM!

By 1932 everyone's conception of a student movement had changed. One no longer spoke of discussion clubs and the educational problem. Students were organizing because the capitalist world was in chaos. They wanted to fight the manifestations of capitalism on the campus; and join with the expropriated and downtrodden off-campus.

At the Madison Square Garden rally of the Socialist Party in the Presidential campaign of 1932, 200 Columbia students marched in behind a banner: COLUMBIA PROFESSORS MAY WRITE ROOSEVELT'S SPEECHES BUT COLUMBIA STUDENTS VOTE FOR THOMAS. At Columbia, N. Y. U., Hunter, St. Louis University, University of Colorado, the Colorado School of Mines and C.C.N.Y., Norman Thomas ran ahead of Roosevelt and Hoover!

1932-33, depression years! L.I.D. Chapters in state universities fought legislators' efforts to reduce budgets or to increase tuition fees. L.I.D. members started an Association of Unemployed College Alumni which organized a cap and gown march on Washington.

The fight against war on the campus became more bitter. The L.I.D. organized a United Youth Conference against War in New York City which drew some 600 delegates. The N.S.L. initiated an Anti-War Congress in Chicago in which even more students participated. The Oxford resolution in which "this House pledges in no circumstances to fight for King or Country" was quickly picked up over here and subscribed to. Conferences to organize permanently against war have been held in Columbia and New York University. Several years of fighting between students and administration at City College over the presence of R.O.T.C., came to a head when twenty-one students were expelled for a Jingo Day demonstration at which President Robinson

lost his head and waded into the undergraduates with his umbrella. But the culmination of the anti-war fight and also the highest point reached by the radical American student movement was Student Anti-War Week from April 6-13*, in which 50,000 students participated and 25,000 struck for one hour from their classes on April 13th.

Today the radical student movement of America is on the threshold of immense opportunities. Students are listening to our message as never before, the record of a successful anti-war strike has assured the prestige of the organizations that conducted it. Under the pressure of the Student L.I.D. and the N.S.L. even the N.S.F.A. has taken a more liberal turn, while the student divisions of the Y.M.C.A. and Y.W.C.A. are taking a definitely radical stand. The participation of all these organizations in the first National Conference on Students in Politics indicated how far student opinion is swinging toward the program of the Student L.I.D.

Twenty-nine years ago the I.S.S. was started to galvanize interest in political problems among a class of society that felt no compulsion or need to examine the economic base of its privileged position. Seven years ago the N.S.F.A. was organized with erudite citations from Plato's *Republic* and Aristotle's *Politics* on the responsibility of the student classes. Today in a world of poverty, discrimination, war, all students are ready to take a stand. It should be behind the tried and responsible program of the Student League for Industrial Democracy, a program which aligns them with the creative forces of labor which are making for a new world. Any other student movement, without a tradition of cooperation with labor and the unemployed, without a strong stand on international problems, may at this time go the way of the fascist German student movement. A strong dash of idealism, will not be enough to stop the juggernaut of fascism, once it gets under way. Only a student movement that is rooted deep in the struggles of labor and the farmer for libera-

*The anti-war movement on the campus forms a chapter in itself. See "The Campus Strikes against War," by Joseph P. Lash, published by the Student L.I.D.

tion, that has a socialist understanding of international conflicts is worth promoting.

To achieve the goal of a classless cooperative society in which men will have an equal opportunity to achieve the good things of life the Student L.I.D. has the following program.

DECLARATION OF PRINCIPLES OF THE STUDENT L. I. D.

Throughout the world today economic and class interests are becoming more and more clearly defined. Groups that were formerly confused as to the paths they must follow have thrown in their lot with labor, or with capital, whichever their interests dictate. In Germany and Austria, as well as Italy, the impact of classes must necessarily be violent. Open warfare, with an occasional truce, is the rule between fascist governments and the exploited classes. Youth has offered its allegiance to both capital and labor. Germany's Hitler has captured the imagination of hundreds of thousands of young men and women and has drawn them into support of his "Third Reich." The Soviet Union, on the other hand, is being built upon the solidarity of those who work with those who are growing up amid the struggles to build the first workers' state.

FASCISM OR SOCIALISM?

What has been true of youth in general has been true also of university students. Students are being forced today to decide what banners they will follow, what causes they will support. Again, in Germany and other European countries, students were among those who formed the foundations of Fascist movements, who fought in the "storm troops," who denounced the "red menace," and who were most violently anti-Semitic. A choice was made, whether or not it was a good one, and students threw their vigor and enthusiasm into the movement to save capitalism from complete collapse.

In America the clash of class conflict is not yet as sharp. The lines are not closely drawn. The class struggle goes on constantly, but open warfare is less the general rule than in Europe. Even here, however, we have had a taste of what it

means. In San Francisco, during its general strike, the whole population was forced to take sides—whether for organized labor, or for the Industrial Association. In such a situation there were no neutrals. Even silence meant support of one side or the other. Such occasions arise with greater and greater frequency.

Students today can no longer remain aloof, within their academic world, from the struggles between organized and unorganized labor and farmers, on the one hand, and organized capital, on the other. The New Deal, by placing these two forces in sharp contrast in relation to their respective interests, has made this very clear. One phase of the conflict, moreover,—unemployment—affects students directly. Long periods of training in the scientific, technical and liberal arts become ridiculous when there are no jobs to be had at the end. Another aspect,—the danger of war—also threatens them immediately. Here again they are faced with the possibility of being plunged into a conflict that is no concern of theirs, and from which they have nothing to gain.

Much of this, of course, is new. Such problems have only recently been agitating the college world. And it is only natural that there should be considerable groping for clarity of understanding and decisiveness of action. Students are still uncertain as to the groups with which they will align themselves.

A NEW SOCIAL ORDER

We in the Student L.I.D. however, have long known with which class students must cooperate, the ends they must seek, the kind of activity they must pursue, if their essential purposes are to be served. Students today find little place in the world of economic activity. There is no work, no value in their specialized training, no opportunity for further development. In this they are not unlike the great mass of the unemployed—that section of those who work, for whom society today can find no useful occupation. Many students are in this mass. They come from it, and return to it.

And this one single fact gives the basis for the program which the Student L.I.D. has adopted, and for which it seeks the support of students

everywhere. On the one hand, it expresses the urgency of a new social order that will root out unemployment, war, insecurity and injustice, and in which production will be for use and not for profit. On the other hand, it indicates the group that is most concerned in achieving that end, as well as the class most likely to accomplish its attainment. Those students who desire social change of a revolutionary character must throw in their lot with the working class—with labor and farmers. Only if they do, will they be able to participate in the building of the new social order which they seek.

ALLIANCE WITH THE WORKING CLASS

This means participation in union activities wherever possible; insistence upon the right of workers to organize and to strike for improved working conditions; marching on picket lines with workers when called upon. It means espousal of those causes for which labor fights—abolition of child labor, unemployment insurance and relief that will be genuinely adequate, old age security, protection against too rapid technical change in the methods of production, and freedom from oppression and tyranny at the hands of industrialists and their armed guards. At times it means defiance of power and authority, when governmental force is thrown into the balance against labor in the class conflict.

But it means still more. It implies participation in and active work to further the purposes of the movement dedicated to the building of a new social order. The Student L.I.D. is a part of the Socialist movement in America. It aims to draw students into critical thought and radical action and to make of them workers for the co-operative commonwealth. Socialism in America is our primary goal.

But Socialism in one country in an interdependent world is almost meaningless. Capital is no longer national. Its influence reaches every corner, every inhabitant of the earth. The radical movement must be international also. And Socialists have long recognized this. We recognize it by our affiliation with the International Socialist Student Federation.

WAR AND FASCISM

We are opposed to war, not out of any mere horror of it, nor out of any sentimental belief that human goodness of itself can avoid it. We place little trust in existing agencies that work for peace. We believe them to have no understanding of the causes of war, nor of the means that must be used to prevent it. We regard war as an aspect of capitalist expansion and rivalry. War becomes necessary when national economic interests reach the point at which industrialists of different nations can no longer agree to share the spoils, but must destroy one another. War is a product of capitalism. To abolish it, imperialist ambitions must be rooted out. Our slogan must be, as it has been, "Fight against imperialist war!"

Fascism, too, is a product of capitalism. It expresses a social system and a class—the middle class—fighting with their backs against the wall against the rising power of the working class and their peasant and farmer allies. It lures masses to its support by fake slogans and lying propaganda. It abolishes civil and religious freedom. It destroys workers' organizations and beats down wages and other working standards. It is open dictatorship in the interest of large scale industry, and may be resorted to whenever the latter finds it impossible to defend its interests by the methods of bourgeois democracy. Like war, fascism must be fought as a part of the struggle for a new social order. It must be recognized as a product of capitalist decline. It draws the open and unequivocal power of the state, backed by armed force, into the preservation of national business interests at home and abroad.

Moreover, war and fascism are closely linked. The danger of war in Europe has increased immeasurably since the advent of Hitler in Germany, Dollfuss and Stahremberg in Austria, Mussolini in Italy, Pilsudski in Poland, and other fascist dictators. Fascist governments glorify military achievements, knowing full well that military power will one day be necessary if national interests are to be preserved from the encroachments of other countries, and if a way is to be opened for the development of new markets and sources of supply for their industries. When the state is supreme, and all resistance throttled, na-

tionalism is worshipped and honored above all else. War grows out of capitalist rivalry and economic needs, but fascism supplies the trappings and the propaganda by which the masses are lulled into acceptance of the inevitable conflict. And so we fight war and fascism together, believing them to be inextricably interlinked.

In America our fight against fascism has been sometimes ridiculed. Many laugh at the possibility of fascism here. But fascism goes under many names. Terrorism and denial of constitutional and civil liberties have become well known in many sections of the United States. In San Francisco, in Imperial Valley, in Harlan, Gastonia, Lawrence, and countless other industrial centers, the armed force of the state has been invoked to suppress strikes, to depress working standards. Farmers in Iowa, Wisconsin, and Minnesota have had a taste of what it means to engage in hand-to-hand combat with the National Guard. We do not have fascism in America as yet, nor is it certain that we shall have it, but the possibility is clearly present. The state power is being used increasingly to defend capitalist interests from the attacks of workers and farmers. It is being invoked to keep wages low, hours long, and maintain the stretch-out. And this is true even under the so-called "red" Roosevelt administration. Nor must it ever be forgotten that there are reactionary forces of many shades and degrees that stand ready to combat any sign of awakening on the part of the exploited workers and farmers.

OUR CAMPUS PROGRAM

But while students need to be aware of the social issues of today, and to take part in directing human activity toward a new social order, there are immediate problems on the campus which must primarily command their attention. Students are only potential members of society as a whole. As students they are members of a smaller, specialized institution. This institution has functions to perform, and it is up to students to see to it that these are served well and effectively.

Colleges are concerned with education, with so equipping students that they may take their place in society and work through intelligently and

effectively the problems with which they and society are faced. Rarely before has it been so important that the job of education be done well, that it genuinely train youth for creative thought and action. Established ideas and beliefs—in the economic, political and moral fields—are everywhere being challenged. Having resulted in the near collapse of a social system, new ways and new types of behavior are urgently called for. Colleges and universities should have as their main objective the training of students in terms of these new conditions.

But, in reality, students are given very little that they can use. They are asked to amass facts and knowledge. They are expected to absorb knowledge. But they are not taught to deal with facts critically, nor how to think through problems intelligently. They do not learn to evaluate the knowledge they get, nor to select what is significant. They have no standards against which to judge what is valuable, either for themselves or for society.

Indeed those students who question the prevailing Republicanism of our schools are often forced into acquiescence by administrative pressure. A fetish has been made of discipline and passivity—here, as well as in Italy and Germany. Behavior of a radical nature, and even the voicing of divergent views is met with disfavor, and even punishment. Classrooms are not places in which differing points of view are hotly contested and vigorously defended, but are shrines from which the voices of authority drone meaningless phrases into willing, but unlistening ears. It is no wonder that students voted overwhelmingly for Hoover in 1932, though the whole nation had repudiated him.

Colleges do a bad job of education, and it is time that students, in their own interest, were aware of it. Hitherto a few critics have been alone in demanding a re-examination of established principles and the building of the course of study on new and better ones. Here and there students have protested and have attempted to formulate a more adequate program, but they have lacked organization and continuity of purpose. It is time that students all over the country demanded a thorough-going revision of the curriculum to con-

form with the standards required by intelligence.

Recognizing this, the Student L.I.D. is this year initiating a new venture. It will seek to discover in what ways colleges and universities can be made more effective as educational institutions. A study of the present functioning of higher education is planned to learn in what ways they fail to fulfill their fundamental purposes. In addition, a report is contemplated embodying those principles which seem necessary to any successful teaching today. On the basis of these studies the Student L.I.D. will campaign for the scrapping of whatever is valueless and the adoption of new methods and new principles wherever called for.

END TRUSTEE DOMINATION

But another matter also requires attention—one that is closely allied to the former. Not only do our schools fail to educate properly; they permit themselves too often to be the mere instruments of boards of trustees representing the world of business and finance. In a capitalist society those who are in charge of securing money for the work of any institution have long been regarded as having the right to say what that institution may or may not do. We challenge that right. We believe that boards of trustees are not fit to decide matters of educational principle and policy. Especially is this true when the ideas which they hold are being questioned on all sides, and when it is most important that the educational system give free play to the current of new ideas.

We regard interference on the part of trustees with student activity and organization as unjustified and unwarranted. We note that this is generally exercised to discipline those students who presume to think critically, and to act in defiance of accepted opinions. Students and faculty members should enjoy the right of criticism within and outside the college, and also the further right to enforce their convictions by organization and action. The Student L.I.D. demands the abolition of trustee domination of our schools. Control should rest with the faculty and the student body. These are the groups most vitally concerned in the successful functioning of the educational pro-

cess. On them should rest the power and the responsibility to do what they see fit.

ACADEMIC FREEDOM

The Student L.I.D. continues its fight in defense of academic freedom. It recognizes no barriers of race or creed. Students must have the right to think, discuss, assemble, and act freely and without hindrance from college administrations. The R.O.T.C. must be abolished from every campus. Educational opportunities must be expanded. Relief must be provided for students who require it.

Much could be said in defense of each of these points in our program. Here, only a very brief discussion must suffice. The need of constant vigilance in defense of student rights, and on behalf of academic freedom for the faculty, is obvious. Everywhere today students and faculty members are being forced into conformity with prevailing ideas and opinions. Disciplinary action is being resorted to with increasing frequency. City College, the University of Maryland, the University of California at Los Angeles, Ohio State, and numerous other colleges have seen students expelled for anti-war and other radical activity. New York universities have removed professors who were believed to have radical sympathies. It will be more than ever necessary in coming years to see to it that such acts shall not be tolerated. Students can and must demand freedom for themselves and for the faculty.

NEGRO DISCRIMINATION

Discrimination against Negroes and other racial minorities, and Jews and foreigners in general, takes many forms. Restrictions on admission to educational institutions are common. Segregation is an accustomed thing. Social inhibitions are everywhere visible. All these must be fought vigorously, and with determination to root them out of the scheme of things in colleges and universities. Here, above all else, they have no place. Scientific achievements, and matters of knowledge, are not the special property of any race or faith. They are the heritage of all. Discrimination against any group is intolerable.

In regard to the Negro, we note especially that

his has been the most exploited class in the United States. From the days of the great plantations with their slaves to the era of the tenant farmer and the share-cropper, the Negro has contributed to the wealth of large sections of this country and has received nothing in return. His labor is bought cheap, because he can be discriminated against on account of his color. Social equality he cannot claim for the same reasons. Any sign of awakening on his part is met with race riots and lynchings. The Negro himself will have to work out his own salvation. His interests lie with the great mass of labor everywhere, with the exploited in every land. Organized he can obtain his freedom, a decent manner of living, and equality with all men. The Student L.I.D. participates, so far as it can, in his fight for status. On campuses especially it refuses to allow discrimination of any kind to pass without protest.

R. O. T. C.

We are opposed to the existence of the R.O. T.C. on the campus. We demand its complete and unconditional abolition. We recognize it to be an instrument for perpetuating martial sentiment in colleges and universities. Such an institution has no place in an academic community, especially when it is dedicated to a philosophy of peace. We note that the R.O.T.C. in every case is the rallying point for those who believe that nations must be prepared, for those who shout the slogans of patriotism, for those who put the interests of the nation above those who live in it. The R.O. T.C. must be abolished, and the Morrill Act, which justifies its existence on the campus from a legal point of view, repealed.

RETRENCHMENT

Finally, educational opportunities must be expanded and students given such financial assistance as they require. Throughout the country schools and colleges have, during the past few years, suffered such drastic retrenchment that many hundreds have had to close, while others are operating on very reduced budgets. Thousands of children and students have been forced to leave school. The facts are well known. What is not so clearly understood is the relation they bear to

conditions in society as a whole. Education has been forced to bear the cost of business depression in a way that vividly exposes the acquisitive nature of capitalist activity. Essential services are the first to be cut when profits are threatened through taxation or any other cause. And this has been true despite the fact that young people need more than ever before to be educated, to be able to think clearly. Closed schools must be opened. Adequate relief must be supplied to all those who are unable to attend them for financial reasons.

UNITED FRONT

For all of these things the Student L.I.D. fights. For all of these it will work vigorously and with all the resources it can command. But there is one further point that must be emphasized. The Student L.I.D. stands unequivocally for the united front of all radical organizations on the campus. It has undertaken joint action with the National Student League and other groups on numerous occasions. In all of these it has acted in good faith, to the best of its ability, and in doing so, has insisted upon good faith in return. We believe that a solid basis of joint effort can and must be achieved.

It may be that an amalgamation of all radical groups on the campus may result from these activities. Such a result would be, we think, desirable. But we are convinced that the time is not yet ripe for it. We are opposed to a merging of the Student L.I.D. and the National Student League at the present time because such an attempt would be abortive and bound to end in failure and more irreconcilable division. The Socialist and Communist movement, fortunately or unfortunately, must have groups on the campus whose function it is to serve their respective programs there. At the moment, the Student L.I.D. and the N.S.L. represent those tendencies. Until unity is achieved outside academic walls there can be little hope of effective harmony inside. On student matters joint action is clearly essential and possible. We shall engage in it whenever we can.

In conclusion, we in the Student L.I.D. set forth this program not as any dogmatic statement of beliefs, but rather as a tentative formulation of

the principles that must guide any important student movement. We are members of a community whose task it is to test principles by experience and to formulate new ones as our knowledge and intelligence determine. The program which we have adopted is, we think, adequate to serve as a basis for action, and for organization. It calls for responsibility on the part of students everywhere, an appreciation of the major social and economic issues today, and a willingness to join in the effort to build a new social order.

A PRACTICAL GUIDE FOR L.I.D. CHAPTERS

The suggestions which follow cannot apply alike to Wisconsin and Drew Theological seminary, to the theocratic dictatorship in Fordham or Concordia and the relative freedom of Antioch or Reed, nor to Columbia or Johns Hopkins and Fisk or Bluffton. The women's colleges and the preparatory schools, the high schools and the colleges of law, obviously present greatly variant situations. The inability of the staff of the Student L.I.D. to cover the chapters adequately, as it hopes some day to do, has made necessary this attempt to anticipate the problems the chapters will meet, and suggest ways of meeting them.

Every situation must be met on its own ground. Nevertheless there are general suggestions which may be made, experiences which may be related, through which those who are taking the initiative in the organization of Student L.I.D. work may be assisted. To that end this chapter is presented:

OBSTACLES

It is well at the start to acknowledge a few of the obstacles inherent in the current college situation. Troublesome for all student organizations, of course, is the quadrennial (or more frequent) turnover in personnel, which explains why a brilliant record established by a chapter one year is sometimes followed by a period of anemia upon loss of one or two vigorous leaders. This has been overcome by those chapters whose leaders carefully trained their successors, surrendering to the inexperienced sophomore for experience sake

the job which could perhaps have been done more easily and quickly by the veteran.

Over and over the Student Representatives complain that their best people are so taken up with other activities that they cannot do well by their L.I.D. work. The crowded calendar of every active undergraduate is an American student tradition which will only be overcome as the pressure of the times weighs more heavily, and as the social conscience is quickened to the point that the social revolution is paramount in the student's interest. The "irresponsibility" so often lamented by student leaders seems already to have begun to fade as the radical movement has grown.

Although the inertia of the student is not so serious an obstacle as it was a few years ago, as it has declined there has arisen more serious opposition from reactionary elements. Campuses as widely dispersed as University of Colorado and Harvard have reported the rise of avowedly fascist, counter-revolutionary, super-patriotic student groups; and the Junior Chamber of Commerce and Junior American Legion have declared war on the L.I.D. and kindred student groups, although at this writing their threats have not been translated into action.

More serious is the frequent opposition of the administrative forces of the college, and of the vested interests represented by the Board of Trustees. These we shall discuss more fully later.

But these obstacles must be overcome if we mean business. They are not insuperable. They are in fact petty in comparison with the opposition which our colleagues in the labor and socialist movement meet in the greater movement outside.

ON GETTING STARTED

Organize your chapter around an issue. Nothing is so effective a beginning in most situations as an issue of serious moment to the students around which to rally the scattered campus liberals and radicals. The Sparks Club at Utah got its beginning impetus from a delegation which it organized to "inspect" the situation in Carbon County during the strike of the coal miners in 1933. In many colleges it has been the anti-war campaign directed at the R.O.T.C., in some a

cooperative bookstore campaign, in others a battle with the administration against racial discrimination. Sometimes it has been a fight for an uncensored student press, or on behalf of a faculty member dismissed for his advanced views.

The second test of the organization comes after the first issue has passed, and the necessity for a permanent program arises. Ordinarily the initiative for the organization is taken by one or two students, occasionally with the counsel of a faculty member. It should never dismay anyone that the numbers are few. In almost any situation it is a little nucleus of two to five individuals who are the prime-movers. Never be afraid of the slimness of your ranks, and above all do not let the campus get the impression that you have an inferiority complex because of your numbers—nor should you have one!

CONFERENCES

One of the best devices to introduce the new organization to a campus is the calling of an intra-mural, intercollegiate, or community conference. Perhaps it should be an anti-war conference, or a conference on student fees or retrenchment in education; perhaps it should be on behalf of a strike in the locality. The participation of many organizations in the planning is often desirable, although in other situations you will want to set up the conference yourselves. The services of prominent liberals and radicals in the locality will usually be available if you desire speakers for such a conference, and the presentation of the reactionary as well as the radical point of view is frequently a great boon to the conference and your own position. To command the attention of the students, one of the best devices for a new group is to hold an intercollegiate conference of liberal and radical student groups on their campus soon after the chapter gets under way. In setting up such a conference, as is the case with all student conferences, the national office of the L.I.D. will be in a position to assist with speakers, lists of names in nearby communities, and suggestions based on experience in similar situations elsewhere.

FORUM

One of the favorite devices has been the Forum Series, and although the debate, lecture, and

symposium is sometimes frowned upon today when the premium is on action projects, socialist education is one of the most important jobs of an L.I.D. chapter. Some groups have found that the presentation of a series of faculty members, announced in advance on posters and mimeographed sheets, once a week for six to ten weeks, on various subjects of current social importance, was effective. Sometimes such a series is better if the faculty members are interspersed with men from outside the college, or with itinerant speakers from the L.I.D., the Socialist Party, or other groups which route prominent speakers.

HOLIDAYS

The use of patriotic holidays, May Day, Armistice Day, and special community events which have a class significance should not be overlooked. Often the student group can take the initiative in stimulating the unions, progressive churches, the Socialist Party Local, or other groups to capitalize those occasions, instead of letting them go by default to the American Legion, D.A.R., Chamber of Commerce, or other reactionary groups.

OTHER STUDENT ORGANIZATIONS

One of the objections which will be raised by conservatives generally is that there is no need for a new campus organization, since other groups already exist to meet the need. There will in fact be no other which does "fill the bill," but it may be well here to say a word about other groups frequently encountered on the campus, and the relation of the Student L.I.D. to them. At first blush the fraternities might be thought to be unrelated to the situation, but not infrequently they have proved the most powerful bulwark of conservatism on the campus. With the premium which they put upon conformity to the social conduct of the elite, and the pressure exerted by them upon individual members who become identified as campus "radicals," they have constituted a major difficulty. However, many of the ablest leaders of the L.I.D. have been fraternity members in their undergraduate days, and it is generally recognized that the fraternity situation varies greatly from campus to campus. The Carnegie endowed International Relations Clubs (IRC) have generally been semi-pacifist, milque-

toast outfits, their support largely inspired by departmental heads, with no intent to do anything even about their mild pro-peace sentiments. They constitute an obstacle by perpetuating the illusion that peace is something to be procured by knowing how the League of Nations is operated, or what the problems are between nations. It may here and there be "captured" for a time by more enlightened elements, and may be a group which will lend its cooperation to occasional conferences. The National Student League (N.S.L.), while not nearly so prevalent as the I.R.C., will be much more militant, and more ready to cooperate with the work of the Student L.I.D. In fact, on a number of major activities, such as the student strikes against war in April, 1934, the N.S.L. has cooperated whole-heartedly. The Y.M.C.A. and Y.W.C.A., together with the denominational clubs, have in many cases advanced rapidly in their social point of view in recent years. Most of the protestant and reformed Jewish groups have in recent years taken an uncompromising stand against participation in war, and several have declared for socialization as the only solution to the economic impasse. In very few cases have these declarations been carried into action, but with the sanction of the official declaration behind them, much may be done to push and pull these groups into cooperation. Oftentimes the student pastors and the Y.M. and Y.W. secretaries have carried the "social action" program as far as they can go and retain their positions in the institution, and the Student L.I.D. is ideally suited for the development of the spade-work they have begun. On some campuses their cooperation has been invaluable.

In some situations where the Student L.I.D. has "embarrassed" the Board of Trustees or the Administration by participation in hot labor situations, or in anti-war activities, there has been established a "kept" forum, at which students discuss current issues, but which is well under control of the administration. It becomes a campus correlative of the company union in industry. Needless to say the work of the Student L.I.D. must be untrammelled, and all such establishments exposed for what they are.

CAMPUS POLITICS

To many L.I.D. members campus politics is beneath consideration, but frequently the occupancy of class offices or student board seats by L.I.D. members has proved invaluable to publicize issues, and secure official student government sanction for various activities. In Columbia and perhaps a few other institutions the student body elections are already conducted between rival slates, one of which is known as the "left" Party. They have succeeded in substituting the real issues of war and peace, retrenchment, racial discrimination, and student autonomy for the artificial personality and factional fights which have been characteristic of collegiate politics.

NOMENCLATURE

Sometimes student clubs have been almost disrupted at birth in a battle over the name of the new arrival. Liberal Club was the almost universal appellation until the last three years, during which "liberalism" has been increasingly discredited in the student mind. A large portion of the chapters are known as the Vassar L.I.D., the Denver L.I.D., etc., while others have chosen to be known as the "Radical Club," the "Socialist Club," the "Social Problems Club," "Social Science Club," or "The Forum." Harvard, Virginia, and others are still known as "Liberal" clubs.

FORM OF ORGANIZATION

To be an accredited chapter of the Student L.I.D. it is necessary under the new Constitution to have five or more L.I.D. members make application for a Charter, which will be granted upon approval by the National Executive Committee. The Chapter may be known as an L.I.D. chapter on the campus, or, if local conditions make it necessary, may exist within a larger group which is not ready to accept the whole program of the Student L.I.D. At those points where the program of the L.I.D. goes beyond that of the more inclusive group, the L.I.D. nucleus will carry out its program independently. Constantly it will press the program of the Student L.I.D. within the larger group. With that understanding there need be no antagonism between the L.I.D. and the others in the federated group.

FACULTY ADVISORS

It is highly desirable to have one faculty member who is in whole-hearted sympathy with the program of the Student L.I.D. who will act as advisor. His acquaintance with the situation in the faculty and administration will frequently be invaluable. However it must be remembered that most faculty members can go only so far with the student group, and they should not be expected to participate in all activities of the student chapter. The faculty advisor should be in fact an advisor—a counsellor—and not the leader.

THE PRESS

It is imperative that more and more L.I.D. members secure places on the staffs of student papers. Publicity is frequently begrudgingly given or denied to the activity of the L.I.D., and to the news of nation and community which might jolt the consciousness of the students. The *Syracuse Daily Orange*, *Columbia Spectator*, *Wyoming Branding Iron*, *Chicago Maroon*, *Vassar Miscellany News* and other student papers have done excellent work at times along this line.

Students are news. The community press and the national press associations (AP, UP, INS), will generally take student news stories, especially if they have to do with the still news-worthy participation of students in political or labor activity. Establish friendly contacts with reporters in the community press; if possible, write your own stories, and when something "big" is to occur, notify them in advance. Publicity is frequently the most important effect of an activity, particularly in those instances where the students seek to draw public attention to some acute situation in the community.

The labor and Socialist press of the nation is served primarily by Federated Press, 32 Union Square, New York City. FP has an extensive coverage, and whenever an event occurs in your community, whether among the students or not, which has a "class angle," write it up and send it to Federated Press. Federated Press does not have the resources which permit a great staff of regional correspondents, as AP has, and you may make a contribution to the whole movement and to your own group by volunteering such items. The facts must be accurate.

WORKING UP A MEETING

In addition to newspaper stories of your meetings, conferences, field trips, etc., the generous distribution of posters—original ones by members of the group—displayed at every available place about campus, will be seen by everyone. Mimeographed or printed handbills will help materially for special meetings or a conference. To secure attendance at your meetings, however, personal solicitation is necessary in addition to the general publicity. Telephone calls are effective, especially if each of the "regulars" undertakes to get in touch with five or ten others. Personal solicitation at classes or on campus, and the placing of announcements on classroom blackboards, are well-tried techniques.

ADMINISTRATION RELATIONS

Administrative regulations usually require official "recognition" of all student organizations. "Recognition" brings with it the use of college buildings for meetings, publicity on the official calendar, and a claim to attention in the student paper. Ordinarily the Student L.I.D. chapters are recognized as a matter of course by whatever agency it is that is authorized to approve the application of a group of students. In a few colleges the degree of official control over the chapter activities, censorship of speakers and activities, and other restraints have set the price of official recognition too high. In those cases existence sub rosa has been necessary, or as an off-campus group.

On a number of campuses, such as the Tammany controlled city colleges in New York, at Syracuse University, and the University of California, at Los Angeles and others, the college officialdom has refused to recognize the Student L.I.D. chapters. This has made necessary the development of a new technique for conducting our work in those institutions. As the class conflict sharpens during the period ahead, this obstacle may be increasingly prevalent. If your chapter encounters any difficulty on this score, communicate immediately with the National Office for detailed advice upon ways and means of carrying on your work.

FINANCES

Although several successful organizations function with no financial outlay, a small amount of

money for leaflets, postage, rentals, etc., is necessary almost everywhere. Ordinarily this meagre expense may be met by small dues, or even by collections taken at the meetings. Usually there are members of the Chapter who will supplement the dues with small donations sufficient to meet these specific needs.

More troublesome, however, is the necessity to raise appreciable amounts of money for campaigns of strike relief, or to defray expense incurred in rentals for public meetings, or for the issuance of a Chapter newspaper. When the Cornell Anti-R.O.T.C. Committee needed a war chest, they secured a large total from donations by various faculty members. At Syracuse the co-ed members conducted candy sales, with excellent results. In at least two colleges, a series of Sunday evening buffet suppers netted appreciable returns. Several groups have been able to make enough profit on the sale of L.I.D. literature (a 30% discount is granted chapters and members) to conduct their work.

The Chapters must increasingly plan to finance their official representatives to certain national events. The annual Convention of the Student L.I.D. is legislative and policy-forming, hence must be attended by delegates from considerable distances. Each chapter should plan to finance their delegates, at least in part, for even the best hitchhikers must eat. The success of the summer training school in New York this last summer has assured its continuance as an annual feature of our work. The expenses are very small for the school, but they should be met by the Chapters themselves as far as possible, since it is not an individual who is being benefited but the Chapter and the locality. There are, periodically, regional and national conferences of youth and student groups which are of great significance, and to which official representatives should be sent. By raising and maintaining these funds, and by planning for these expenses from the beginning of the year, the Chapter removes the often embarrassing necessity of sending as representatives those who are most affluent.

CONTACT WITH THE NATIONAL OFFICE

Each Chapter is autonomous, and will be free to conduct its own activities in its own way, just

so long as they do not conflict with the Declaration of Principles of the Student L.I.D., the fundamental basis of the League's existence.

Each chapter elects what officers it thinks it needs, the only requirement of the National Executive Committee being that a Student Representative be chosen. From the "Student Rep" the national office expects monthly reports of activities and plans, and special reports of particular events of special importance. To him go periodic "Organization Bulletins" in which are reported significant events of the current period, and the plans for the future. In these bulletins are announced the projected joint activities, such as the united, simultaneous student activities of Armistice Day and Student Anti-War Week. Reports of decisions or recommendations of the National Executive Committee are sent him, announcements of speakers coming that way, programs of student conferences, and of the National Conventions of the Student L.I.D. at Christmas time, the Annual Conference in June. Frequently we join in protest against oppressive measures taken against one of our groups by reactionary administrative officials, or join with other groups in aiding civil liberty or strike relief campaigns (Scottsboro, Mooney, West Virginia and Kentucky miner's relief, the Flory case at Fisk, etc.).

An increasing number of widely distributed cities have been arranging for the presentation of the L.I.D. Lecture courses during the winter months. In some localities it has been the work of the student chapters which has made the lectures possible, and in many places the student chapters have benefited greatly from the appearance on the campus of the prominent men and women brought to the community for the Series.

The distribution of the inexpensive, authoritative, and readily saleable L.I.D. pamphlets is an important link between the senior League and the Student L.I.D. The STUDENT OUTLOOK, official periodical of the Student L.I.D., is available to each chapter in bundle lots. These must be distributed generally on the campus if our work is to be extended. It is advisable to have one member charged with responsibility for the sale and distribution of the OUTLOOK. It comes to every Class A member automatically, but they are, after

all, the ones who need it least. Some have found that the composition of a list of students and faculty members who will take a copy every six weeks, if it is brought to them, is a convenient method of distribution. Others divide the bundle among the Chapter members, expecting each to dispose of his share by the next meeting. *Be sure your college library has a subscription to the OUTLOOK.*

NATIONAL CONVENTION AND NATIONAL EXECUTIVE COMMITTEE

The governing body of the Student L.I.D. is the National Executive Committee (NEC). This is composed of thirteen members and the Chairman, and is elected at the National Convention. The National Convention meets each year between Christmas and New Years. Each Chapter is entitled to representation in proportion to its membership, as provided in the Constitution of 1933, and it is at this Convention that the fundamental policies of the Student L.I.D. are determined. Between Conventions the N.E.C. is the governing body.

ORGANIZERS

Several Field Organizers are constantly on the road for the Student L.I.D. During the year it is hoped that every chapter may be visited by them. They hitch-hike from college to college, in order to conserve the all-too-slim exchequer, and the chapters can greatly assist them by providing lodging for them. They are always experts, qualified for their job by experience, and will be able greatly to assist the Chapter with suggestions and programs. All of them are qualified speakers, and all are very recent graduates.

THE STUDENT OUTLOOK

The STUDENT OUTLOOK is our publication. The obligation is upon every member, as well as the official reporter for each Chapter, to send in every contribution he can, whether a news story, a photograph, a letter, an article, or clippings from college or community press. The editors, while very accomplished, are not omniscient, and urgently request cooperation in making our publications even more successful. Your comments and criticisms will be seriously considered, and are no less earnestly solicited.

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